
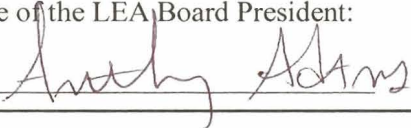


Attachment III DRAFT

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Osborn Upper School of Global Communications and Culture	Mailing Address: 11600 E. 7 Mile Road, Detroit MI, 48205-2112
School Building Code: 564	
School Building Contact for the School Improvement Grant	
Name: Carmen Wilson	
Position and Office: Principal	
Contact's Mailing Address: 11600 E. 7 Mile Road, Detroit MI, 48205-2112	
Telephone: (313) 866-0343	
Fax: (313) 866-0356	
Email address: carmen.wilson@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 22 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

The school will identify a Data Analysis Team comprised of representatives from each core content area (ELA, Mathematics, Social Studies and Science), Special Education and Guidance/Counseling who will use the Michigan School Improvement Planning Process to:

- Gather Data-Collect data; build profile
- Study Data-Analyze data; set goals and measurable objectives that are research/evidenced-based best practices
- Plan-Develop action plan
- Do-Implement plan; monitor plan; evaluate plan

The team will use this process to identify specific areas to be addressed to improve student achievement.

The school has not met AYP in the past three years-students at all grade levels and sub groups are significantly underperforming. The MME Spring 2010 School Summary All Students Report results were: 47% not proficient in Reading and 88% not proficient in Mathematics. The average daily attendance is below 80% which contributes to students' academic performance.

The examination of the latest AYP status report from the State of Michigan revealed the following data with respect to the targeted subgroups:

1. Asian/Pacific Islanders (Hmong) student population made modest gains on their overall performance on the MME. From 2008 to 2010, reading scores increased by 40% to 55%, and math scores increased from 7% to 27% proficiency.

2. The performance of Black students declined from 2007-2008 to 2009-2010 school year from 22% to 21% in reading, and maintain 3% in math.
3. Students with disabilities dropped from 13% proficiency in reading from the 2008-2009 school year to 0% in 2009-2010.
4. Limited English Learners/Bilingual evidenced a 12.1% decline in performance on the MME from the 2007-2008 to the 2008-2009 school year.
5. Economically Disadvantaged students evidenced an increase in both reading and math from 2001-2008 to 2009-2010 school year. Reading went from 21% to 22.5%, and math went from 4% to 4.7%

Our data indicates that our reading and math scores are extremely low for all our sub-groups. According to No Child Left Behind we must improve these areas, thus we must focus on numeracy and literacy.

Our targets for improvement will be numeracy and literacy across the curriculum. Our reform model emphasizes college readiness, via the seven habits of work and habits of mind. Essential to reaching these targets there will be professional development provided and customized co-planning and coaching from ISA to improve classroom instruction.

Sub Group Academic Data Analysis

Grade: Percent of Sub-group meeting State Proficiency Standards

	READING			MATHEMATICS		
	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
Social Economic Status (SES)	21%	14.6%	22.5	4%	3.4%	4.7%
Race/Ethnicity						
Asian Pacific Islander	40%	NIL	55%	7%	NIL	27%
Black, Not Hispanic	22%	20%	21%	3%	3%	3%
Students with Disabilities		13%	0%		0%	0%
Limited English Proficient (LEP)						
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male	22%	14.3%	12.3%	3%	1.8%	3.8%
Female	25%	23.3%	26.8%	5%	4.1%	5.0%
Aggregate Scores	24%	19.4%	19.6%	40%	3.1%	4.4%
State	62%	59%	65.2%	46%	49.3%	50.4%

Sub Group Non-Academic Analysis

Year:2010-2011

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	*	*	*	*	*	*	*	*	*
Race/Ethnicity		*	*	*	*	*	*	*	*
Asian	19								
American Indian	3								
African American	372								
White	2								
Disabilities	184	*	*	*	*	*	*	*	*
LEP	0	*	*	*	*	*	*	*	*
Homeless	0	*	*	*	*	*	*	*	*
Migrant	0	*	*	*	*	*	*	*	*
Gender		*	*	*	*	*	*	*	*
Male	218	*	*	*	*	*	0	*	*
Female	178	*	*	*	*	*	1	*	*
Totals	396	*	*	50	39	9	1	*	*

***Data unknown due to new pupil population management system transition.**

Year:

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	*	*	*	*	*	*
Race/Ethnicity	*	*	*	*	*	*
Disabilities	*	*	*	*	153	42
LEP	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Migrant	*	*	*	*	*	*
Gender	*	*	*	*	*	*
Male	214	41	*	173	*	*
Female	176	40	2	134	*	*
Totals	390	81	2	307	513	123

Enrollment and Graduation Data – All Students

Year:

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	N/A						
1	N/A						
2	N/A						
3	N/A						
4	N/A						
5	N/A						
6	N/A						
7	N/A						
8	N/A						
9	21	N/A	N/A	N/A	21	0	N/A
10	51	N/A	N/A	N/A	51	0	N/A
11	145	N/A	N/A	N/A	0	0	145
12	176	N/A	57	0	0	0	176

Number of Students Enrolled in Extended Learning Opportunities

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A
9	*	N/A	N/A	4	5
10	*	N/A	N/A	6	20
11	0	N/A	0	27	45
12	32	N/A	25	20	176

Year:

***As the Upper School, we only service 11th and 12th grade students, although we have some that are classified as 9th and 10th because they are behind in their credits.**

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at:
www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: Pre-implementation fund :\$179,000; School Improvement Grant : \$40,000.			

Special project grants will fund the school improvement goals by providing: extended day/credit recovery to ensure students remain on target for graduation, summer school, extended learning opportunities (field trips), tutoring, supplemental materials for special needs students, attendance agent to improve student attendance and content experts to provide targeted professional development to significantly decrease the achievement gap.

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

- a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

The Detroit Public Schools prompted central office administrators to make the decision to undergo the Small Schools Redesign Initiative. The staff of the OUS (formerly Osborn University) is in complete support of the transformational efforts. All stakeholders have selected the Institute for Student Achievement (ISA) as a model to help boost student achievement and to facilitate career/college readiness which supports the mandates of the Michigan Department of Education (MDE). The process planning for implementation began during the September 2009 – June 2010 school year. The staff at Osborn University was in-serviced and trained by a cadre of ISA representatives, coaches and the District superintendent in the model. Using Osborn's MDE Comprehensive Needs Assessment, like-minded educators embraced the small schools model of ISA which entailed the reconfiguration of the large comprehensive school into three small ninth grade schools and the Senior Academy (grades 10-12).

- A. Osborn Upper School, with the Letter of Agreement (LOA) between the District and the DFT, recruited a staff of dedicated teachers under the priority schools parameter. During the week of August 9-13, 2010, all interested teachers were interviewed by the principal and assistant superintendent to assess their commitment and fidelity to the transformation model under the auspice of the small school design of ISA. This LOA provides for incentives, flexibility in work conditions, and the school flexibility and authority to support teacher commitment, and distributed leadership. Additionally, all teachers participate in a broad range of ongoing PD that addresses their own professional growth as well as that of the school.

- 3b. Explain the district and school's ability to support systemic change required by the model selected.

Our school is able to support systemic change through the efforts of our dedicated staff who are like-minded educators who have embraced the vision, mission, and academic goals of the ISA

model and aligning the support from Wayne County Regional Education Service Agency (WRESA) will continue to provide substantive, college-readiness instruction for all students. High expectations for academic achievement for all Osborn Upper School students are the norm, and there will be the expectation that every student is important and is expected to perform well. Additionally, the recruitment of dedicated and committed teachers, having participated in the DPS District's new interview process, will ensure greater continuity in providing Osborn students with rigorous, relevant, and real-world instruction. Selected teachers have signed statements of commitment to the ISA school transformation model. Using the shared-decision making model and the creation of Professional Learning Communities (PLCs) all stakeholders will provide input and become involved in **all** efforts to improve student achievement, personalize the learning community, and work systematically to provide the social, emotional, and academic support needed by students to not only succeed in postsecondary educational pursuits, but also enter the 21st century global workforce. The ISA Distributed Counseling and advisories uphold this principle.

During professional development and common teacher planning time, teachers analyze testing results from the MME, Accelerated Reader, Accelerated Math, Quarterly Benchmark Assessments, ELPA, in class diagnostics, teacher made tests and other formative and summative assessments. From this we determine how to tier the class and differentiate instruction. This also makes it possible to determine seating arrangements within the classroom and group establishment and individualized accommodations with the assistance of Resource Room teachers. Through the SIG funds we will hire a data specialist/test coordinator to analyze data to be presented to staff. Currently the WRESA coaches provide support for the 11th grade math and English teachers with research based strategies using data. A data specialist will provide this for all the staff for all the students. Professional Learning Communities focus on research and best practices to further enhance our instructional repertoire.

We have a collaborative process in place that involves the district, our principal, teachers and our external provider, ISA. There are clear expectations about instructional practices that are designed to improve student achievement. These practices integrate our pacing charts with inquiry based instruction and project based learning. Other practices include differentiated instruction, anchoring activities, flexible co-operative/small groups, alternative assessments, tiered lessons and Lorraine Monroe's Blackboard Configuration.

Our expectation and achievement data is communicated to students, parents and other stakeholders annually through our orientation, open house, Title 1 meeting, and course syllabi. Additionally we communicate more frequently through parent teacher conferences, letters home, weekly notes and distributed counseling sessions. Counselors also individually counsel students regarding their educational development plan.

Through professional development and coach visitation the staff has been given research based practices that reflect rigorous instructional practices for all students and a common understanding of what constitutes quality student work. Currently teachers use exemplars, rubrics and classroom modeling to assure quality student work. With the SIG funds we will provide global connections to the students by connecting them to avenues of technology which would encourage discriminating focus on the quality of work that students could produce just by visiting different institutions, virtual museums and exploring topics that ordinarily they wouldn't have a chance to do without technology.

Pursuant to the ISA principles of Continuous Professional Development and Continuous Organizational Improvement, the Osborn Upper School staff will engage in sustained Small Learning Community-wide (grade level teams) collaborative designed to provide students with the academic, emotional, Habits of Work/Mind, and social skills necessary to be actively engaged in a rigorous college-ready learning environment. The use of daily common planning times and weekly vertical and horizontal team meetings are two important tenets embedded within the ISA model. These blocks of time will enable staff to:

1. Develop instructional goals, implementation strategies, and assessment of progress towards goals.
2. Formulate interventions/scaffolding for individual students and groups of students based on feedback and data.
3. Design interdisciplinary projects, create active list of academic and content vocabulary;
4. Analyze student work and assessment data for tailored, personalized instructional action plans;
5. Reflect on their pedagogical delivery methodologies or on their peers teaching, looking for evidence of inquiry and other essential components;
6. Discuss IEP's and individualized instruction plans for ELL, Special Needs students, and struggling learners;
7. Implement strategies for team planning, sharing/modeling teaching methods and philosophies, and self evaluation;
8. Identify areas of strengths and weaknesses to customize future professional development initiatives;
9. Conduct research on, discuss, and model best practices in teaching and learning.

Another component of the ISA model is to provide ongoing professional development for the principal and teaching staff via participation in the ISA Summer/Winter Institutes and targeted professional development. Also, an assigned ISA coach will:

1. Identify expert schools, programs, and practitioners to learn new practices and organizational structures;
2. Provide support on collaborative planning, problem-solving, and sharing effective strategies;
3. Promote the development of the family support component;
4. Act as facilitator for professional development topics;
5. Assist in matters related to curriculum, instruction assessment, interventions, advisories, student support, and the construction of student post-graduation plans;
6. Serve as academic leadership coach to the principal.

In summation, professional development will be embedded so that it is continuous, sustained, needs-based, data linked, and integrated with theory designed to improve classroom practices of teachers.

I. Evaluation Process/Tools

The District has developed a new evaluation process for teachers and leaders that is based on the following:

- 1) a set of professional standards that define effective teaching and leadership
- 2) student achievement outcomes
- 3) continuous improvement and accountability

The evaluation processes reflect the symbiotic relationship between evaluation, professional development, and accountability- Assessment of teachers and leaders must be based on a set of clearly defined standards of performance and connected to student performance outcomes. Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations.

These understandings represent the foundation from which the teacher and principal evaluation process was designed.

Teacher Evaluation Process

The teacher evaluation process/tool was developed in collaboration with the Detroit Federation of Teachers. The evaluation tool is based on a continuous improvement model comprised of the following key elements:

1. **Core competencies that define effective teaching** – professional standards that define what teachers should know and be able to do:
 - a. Domain I: Planning and Executing Effective Instruction
 - b. Domain II: Creating and Managing a Learning Environment
 - c. Domain III: Maintaining a Professional Learning Community Through Teacher Leadership
2. **Outcomes-Driven** – Directly links student academic and non-academic performance measures to teacher practice (in-puts”)
3. **Evidence-Based** –Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions
4. **Guidelines for Evaluation Teacher Practice** – Provides specific guidelines as to how to assess/ measure teacher effectiveness.
5. **System of Professional Development and Support** – Aligns teacher learning needs, performance standards, and the appropriate professional development/support.
6. **Self-Assessment-** Designed to support self-evaluation and reflection on performance and planning for personal improvement
7. **Accountability** – provides direction for the removal of ineffective teachers who do not improve.

Principal Evaluation Process

The principal evaluation process has been developed in collaboration with representatives of the principal “unit” and is based on the following key components:

- 1) **Core competencies that define effective leadership** – professional standards that define what principals should know and be able to do – tied to elements of whole school improvement:
 - a. Domain I: Focus on Learning
 - b. Domain II: Monitoring Teaching and Learning
 - c. Domain III: Building Professional Learning Communities
 - d. Domain IV: Acquiring and Allocating Resources
 - e. Domain V: Maintaining a Safe Learning Environment
 - f. Domain VI: Effective Engagement with Families and External Community
- 2) **Outcomes-Driven** – Directly links student academic and non-academic performance measures to leadership practices
- 3) **Evidence-Based** –Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions

- 4) **Guidelines for Evaluation Leadership Practice** – Provides specific guidelines as to how to assess/ measure principal effectiveness.
- 5) **System of Professional Development and Support** – aligns principal learning needs, performance standards, and the appropriate professional development/support.
- 6) **Self-Assessment-** Designed to support self-evaluation and reflection on performance and planning for personal improvement
- 7) **Accountability** – provides direction for the removal of ineffective principals who do not improve.

The new evaluation processes/tools are aligned and a key component of the District's comprehensive academic plan to support continuous improvement in teaching and learning. A copy of the teacher evaluation tool is attached. The principal evaluation tool is still in progress, but will be finalized and ready for implementation before September 7, 2010.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

The SIG plan reflects the goals, strategies and identified needs that are stated in our school improvement plan. Our Comprehensive Needs Assessment helped us identify our areas of need. The same process will be used for next year's school improvement plan. The principal, staff and turn-around manager will collaborate to coordinate the following activities. The turn-around manager is responsible for managing the SIG funds and coordinating all of our resources. The principal will oversee all. As a result of the SIG, and in congruence with our SIP the following activities have been selected:

Pre-implementation:

1. Technology

To improve student achievement in reading and math it is necessary for us to invest in more technology. These funds will be used for Smart Boards, laptop carts, I pad carts, MAC computers, scanners, printers, power supplies and equipping a multi-media center. Furthermore classroom instruction will be enhanced through Accelerated Math and other online classes.

2. Summer Institute for Teaching Staff

To facilitate an effective opening of the school year, teachers will meet to collaborate and plan the first 90 days of school, orientation of students and parents, tentative school calendar, dress

code, school rules, bell schedule, and other school policies and procedures that will impact the school year.

3. Classroom Libraries

To further support and improve literacy, classroom libraries will be purchased for every teacher. These libraries will be germane to the content area and will be used for Drop Everything and Read, classroom inquiry and project based learning.

ON GOING AND NEW INITIATIVES

1. Establish college readiness culture

Using the ISA model, committed staff will mentor a group of students through their high school career. These students are seen everyday in an advisory setting that lasts 25 minutes. During this time the foundation is laid for college readiness; habits of mind, habits of work and any other issue that could be distracting the student. The staff will follow their mentees' progress by keeping communication open with the students and their teachers regarding failing grades in order to establish if the student requires after school tutoring, assignment modifications or any other intervention. This culture is important to meet our goal in increasing numeracy and literacy because of the affective domain.

Students will be encouraged to follow the norms, i.e. on time, on task and on a mission. To promote student engagement in the school, SIG funds will be used to provide field trips as they relate to classroom projects, service learning, and service learning projects. To that end we will need to hire a full time attendance agent, social worker and assistant principal to meet the myriad affective needs of our students.

2. Use data regularly to inform instruction

A literacy coach, mathematics specialist, an education technician, Wayne RESA coaches and other consultants will provide academic support, content expertise, and customized professional development for staff and parents. They will also help us align instruction with the data. Funds will be allocated for Carnegie Learning and Renaissance Learning to help us connect diagnostic test data with instruction. MME, Accelerated Reader, Accelerated Math, Quarterly Benchmark Assessments, ELPA, in class diagnostics, teacher made tests and other formative and summative assessments will be used to collect data.

The data specialist will analyze the information and staff will receive this information at staff meetings. All collected data will be shared with all internal stakeholders at scheduled SIP

meetings. Professional development will be scheduled to instruct staff on data interpretation and how to use this data to support student achievement.

The classroom teacher will make modifications to instruction based on data results. A student will be advised to seek tutoring and credit recovery to pass classes and ensure graduation.

3. Instruction Related Technology

E2020, on line classes for students, will be purchased to give the students an opportunity to make up credits and take classes that aren't offered in our curriculum. We will also purchase Alliance Learning which will provide academic strengthening and credit recovery solutions made available on line. It also will help our students identify career objectives, increase employment skills and offer leadership/motivational training. Alliance Learning will also connect our parent base to workshops, videos and email. Current obsolete software and hardware needs to be updated and maintained. We will purchase calculators: TI-Nspire w/ TI 84 face plate, carrying cases, Teacher Kits TI-Nspire, TI SmartView site license, Easy Grade Pro, MAC Computer Cart, overhead projectors, Digital Multimedia LCD Projector, Poster Pro Design System, Math/Sci Software Series 3, and Panasonic Classroom Amplification System. Selected teachers will be paid to manage and monitor computer use.

4. Collaboration and Planning

Prior to the beginning of the school year teachers will be encouraged to attend planning sessions that will be paid using SIG funds. Throughout the school year there will be outside of school hours group planning opportunities that will be offered with a stipend paid by SIG funds.

5. External Partners

To maintain a relationship with our external partner, ISA, SIG funds will be used. We will increase our number of Wayne WRESA coaches to five and bring them in twice a week as opposed to once. They will be used in the general education ELA and Math classes as well as Special Education ELA and Math. A Data Coach will also be added. These partners are essential for our reform plan and for raising student achievement.

6. Student Incentives

To promote student engagement in the school, SIG funds will be used to provide field trips as they relate to service learning and service learning projects.

When we evaluate our progress towards the goals set in the SIP we will look at: 1.) personnel using EdYes and SA, 2.) we will use the outcome data provided by the data specialist, 3.) PLC's to analyze data in an ongoing collaboration to determine how suspensions, truancy, lack of transportation, mobility, behavior, demographic data and attendance are impacting student achievement.

5. External Provider Selection

The Institute of Student Achievement (ISA) was selected because it is closely aligned to address the areas of need as indicated in the CNA based on perception, achievement, demographic and process data.

During the 2009/2010 a team of core teachers and administration attended an ISA Summer Institute for in depth training. A significant number of school staff met regularly over the summer to transform and align the school with the ISA Model. Specifically, the staff, developed an ISA Action Plan, restructured the school schedule, designed advisory, created marketing information (brochures), planned parent and student orientation, planned and conducted professional development, established common planning, disseminated weekly newsletters, and made a Ninety Day Plan for the beginning of the school year.

During the 2009-2010 school year, the ISA model was implemented with the support of the ISA school coach. Teachers were faithful in implementing the ISA principles in their classrooms and through their advisories. Staff attended the ISA Winter Institute, and continued to labor to transform the school. Throughout the year, staff participated in Professional Learning Communities to increase student achievement. Staff was especially successful in significantly increasing the percentage of students who took the state-mandated test. The staff's efforts were augmented by the many volunteer service providers.

Further restructuring occurred during the summer of 2010. Staff was re-interviewed and recommitted themselves to the ISA model. Core staff convened for intensive preparation for the school year, creating a Ninety-Day Plan and a detailed advisory schedule, revamping school policies and procedures, planning and implementing a parent/student orientation, and addressing curricular adjustments to increase college-readiness in our student body.

Currently, staff is committed to the ISA Principles, especially to build upon the success of last year. Staff are spending more time in their Professional Learning Communities where reading and discussing evidenced/research based practices are becoming the norm.

The mission of Osborn Upper School is to fully infuse the principles of the ISA model within a comprehensive college readiness setting that promotes Habits of Mind, Habits of Work, self-discipline, motivation, and excellence in academic achievement. To this end, participate in the ISA Summer and Winter Institutes. The assignment of an ISA coach, two mathematics coaches and two ELA coaches will assist with implementation and program planning by fostering:

- Ownership
- School Leadership (building capacity)
- Student Enrollment (recruitment and selection)
- Program Assessment
- Encouraging Parental Involvement in Educational Achievement
- Documentation
- Curriculum Development-Professional Development and
- Team Development

The staff will convene weekly in grade level and interdisciplinary teams to analyze achievement data to align teaching and learning strategies that will ensure academic and social success for all scholars in a safe, nurturing learner-centered environment.

The Osborn Upper SLC will use their common planning times and team planning times to develop systematic approaches for students to learn, practice, and exhibit their deep understanding of literacy and numeracy. Additionally, the teams will meet weekly to reflect on progress towards goals, examine organizational structures that support student outcomes, and use evidence to assess and specify next steps. Adjustments in goal attaining strategies will be made upon review of the on-going gathering and analysis of formative data. Multiple forms of data (summative and formative) will be utilized to make informed decisions about instruction and interventions for students.

The principal as instructional leader will conduct walk-throughs to provide feedback and monitor the delivery of instruction. Also, the principal will provide the necessary support i.e., common planning times and the facilitation of customized professional development that reflect the vision, mission, and goals of Osborn Upper School as well the need to build faculty capacity.

Action Steps

- A. Review and analyze achievement data to design instructional lessons for both accelerated and struggling learners.
- B. Review common assessments after they are administered to the focus on additional content area instruction and academic support.
- C. Develop peer mentoring/coaching procedures that will allow teachers to observe other staff member teaching the same content area class and provide feedback.

- D. Provide support programs e.g., academic tutoring, test preparation, attendance intervention, and counseling for struggling learners as identified by assessment and/or staff referrals.
- E. Counselors and the Academic Dean will review assessment data and common transcripts to assign the appropriate courses for students e.g., seniors on target to graduate and students in need of credit recovery.
- F. Instructional staff, ISA coach, and the literacy and math coaches will collaborate in content teams to ensure consistency of standards, adherence to the High School Content Expectations, and the development of common unified formal and informal assessments.
- G. Counselors and the Academic Dean will review students' transcripts and provide concurrent dual enrollment opportunities and college-preparatory sequence of courses.
- H. Participate in PD to develop data-informed action plans using best practices designed to improve instruction.
- I. Participate in PD for assessing data via Learning Village and designing appropriate instruction for students.
- J. Use differentiated instruction, project-based activities, anchoring activities, flexible cooperative/small groups, alternative assessments, and effective tiered lessons that support enhanced teaching and learning for students.

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

The selection of external providers was not done at the building level. The ISA model was selected in collaboration with the district, with the district making the ultimate decision to contract with the Institute for Student Achievement. Likewise, our other provider, Wayne RESA, was not selected, but mandated to us, by the district. Despite our minimal involvement in the selection of external providers, we are in full agreement with them and committed to the ultimate success of our students, which our partnership with ISA and Wayne RESA will promote.

Thus, the Osborn Upper School will maintain the ISA Model in its transformational efforts. In 2009, the school was restructured and was assigned The ISA Model by the school district. In addition, the Michigan Department of Education through Wayne RESA will continue to coordinate and blend their support in conjunction with ISA through the Michigan School Improvement Process.

Wayne RESA provides support in three areas: mentor the school improvement process, provide focused coaching for ELA, math, principal leadership and data, and provide professional development. The professional development will encompass trainers, substitute teachers, stipends and materials. Additionally, non-awarded SIG applicants will receive \$160,000 for programs, materials, and personnel.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

The Osborn Upper School of Global Communications and Culture stakeholders participate on the OUS School Improvement Team. The makeup of the team includes students, the entire faculty and representatives of each constituent group including:

- parents (LSCO)- liaison organization to the community providing and identifying needs within the community
- United Way- beautification of the school, coats for students
- Friends of Osborn Alumni- mentoring and tutoring of students and provide incentives for different activities held within the school
- ISA external provider- foundation for the way the school is structured
- Wayne Regional Educational Service Agency- provide coaches for staff, professional development
- St. John's Health- Nurse on site, provides classes, teeth cleaning, teen pregnancy support, non-violence education, STD prevention workshop
- Neighborhood Service Organization- mentoring and anti violence education, provides leadership
- Parent Network-. Computer lab available to community, workshops, parenting support

Regularly scheduled meetings (timeline), informal meetings, common planning time with embedded professional development will use the Performance Indicators for Education Yes of Michigan School Improvement Framework Strands aligned with the ISA Principles to guide the School Improvement Planning Process of-Gathering Data, Studying Data, Plan and Do/Implementation (see table). Lastly, monitoring of the implementation progress by using the ISA Implementation Rubric.

<p style="text-align: center;">ALIGNMENT OF THE MICHIGAN SCHOOL IMPROVEMENT FRAMEWORK WITH THE SEVEN ISA PRINCIPLES</p>				
Strand I	Strand II	Strand III	Strand IV	Strand V
Teaching for Learning	Leadership	Personnel and Professional Development	Parental Involvement	Data Management
1) College preparatory instructional program 5) Extended school day and school year	4) Distributed Counseling 7) Continuous Organizational Improvement	2) Dedicated staff of teachers and a counselor 3) Continuous Professional Development	6) Parent Involvement	Multiple forms of formative and summative assessments drive instruction, i.e., ACT/MME, Quarterly Benchmarks, examining student work

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

Osborn Upper School recruited a staff of dedicated teachers under the priority schools parameter. As already mentioned, teachers were selected and interviewed by the principal and assistant superintendent to assess their commitment and fidelity to the transformation model under the auspice of the small school design of ISA. The agreement with the teacher's union, Detroit Federation of Teachers, was modified to support the implementation of the ISA model. Additionally, all teachers participate in a broad range of ongoing PD that addresses their own professional growth as well as that of the school. The staff in the interest of narrowing the achievement gap for Osborn students divided into interdisciplinary teams to create, develop, and implement the seven principles of Institute for Student Achievement (ISA). An extended day credit recovery program is offered as well as the schedule being adjusted to accommodate the

addition of daily advisories. Commiserate with the ISA principles we will incorporate compensated common planning.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

ISA IMPLEMENTATION TIMELINE		
DATE	Activities	PERSON(S) RESPONSIBLE
Summer 2009	<ul style="list-style-type: none"> • Summer Institutes • Summer workshops 	Administrator, School Coach, Faculty
2009-2010 school year	<ul style="list-style-type: none"> • ISA action plan developed • School day schedule revamped to include advisory • PD- Restorative practices • Monthly staff meeting with provider coach 	Faculty, Administration and consultant
Summer 2010	<ul style="list-style-type: none"> • Summer institutes • Summer workshops 	Administration, faculty, provider
2010-2011 school year	<ul style="list-style-type: none"> • Wrote 90 plan • Planned student orientation • Wrote advisory calendar • Winter institute 	Administration, faculty
Summer 2011	<ul style="list-style-type: none"> • Summer institute • Summer workshops 	Administration, faculty, provider
2011-2012 school year	<ul style="list-style-type: none"> • Write 90 plan • Plan student orientation • Write advisory calendar • Implement credit recovery and on- 	Administration, faculty, coaches, data specialist

	line courses <ul style="list-style-type: none"> • Service learning projects • Field trips • Coaches will be supporting math, English, and Resource Room teachers • Turnaround manager will be in place • Coordinated activities will be implemented • Technology will be up and running and maintained • Technology will be integrated into lessons • Data will be tracked and used in decision making 	
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9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	20%	30%	40%	50%
Mathematics	4%	14%	24%	60%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

Institute for Student Achievement was appointed as our provider.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

Our staff will be well trained and have the principles ingrained in them. Our partners will be more committed to helping us because they will realize how successful the model has been. The district will provide funds and needed monies to support our growth. Technology will be sustained. A lot of pilot projects could be initiated by the district to increase student achievement after looking at the success of our programs.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A – Transformation

Attachment B – Turnaround

Attachment C – Restart

Attachment D - Closure

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

SIG Annual Budget

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$	\$1,294,716.00	\$1,294,716.00	\$1,294,716.00	\$3,884,148.00

See attachment

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	65,880
Student Data	
Dropout rate	Unknown due to restructuring
Student attendance rate	74%
For High Schools: Number and percentage of students completing advanced coursework for each category below	32 students 9%
Advanced Placement	32
International Baccalaureate	Not Applicable
Early college/college credit	Not Applicable

Dual enrollment	25
Number and percentage enrolled in college from most recent graduating class	Unknown
Student Connection/School Climate	
Number of disciplinary incidents	50
Number of students involved in disciplinary incidents	27
Number of truant students	9
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	100%
Teacher Attendance Rate	96%

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Osborn Upper School of Global Communications and Culture

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Ed. Tech. will assist with the delivery of computer-assisted instruction by working with teachers and maintaining the I.T. equipment.	1	\$35,000	\$22,405					\$57,405
125 - Added Needs – Compensatory Education	Calculators: TI-Nspire w/ TI 84 face plate @ \$160.00 ea for 90 students = \$14,400.00, 3 carrying cases @ 100.00ea = \$300.00, 2 Teacher Kits TI-Nspire @ \$1,070.00 ea. = \$2,140.00, TI SmartView site license @ \$2500.00 Easy Grade Pro @ \$1500.00, , 4 overhead projectors @ \$400.00 ea. = \$1600.00, 3 30 Digital Multimedia LCD Projector @ \$700.00 = \$2,100.00, Math/Sci Software Series 3 @ \$1260 = \$3,780.00, 1 @ \$5,000.00, and 1 @ \$6000.00, 1 Panasonic Classroom Amplification System @ \$1890.00					\$45,320			\$45,320
	Sub-Total	1	\$35,000	\$22,405		\$45,320			\$102,725

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	1 FTE Attendance Agent to monitor the attendance of all students and go out to the homes of students exhibiting irregular attendance patterns. He/she will also assist in providing wrap around services, as needed.	1	\$63,066	\$30,350					\$93,416
	Sub-Total	1	\$63,066	\$30,350					\$93,416

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
212 - Support Services – Pupil – Guidance Services	1 FTE Social Worker to assist students with their physical, mental, and emotional problems while making recommendations and action plans to facilitate increased academic achievement. He/she will work in concert with students, parents, and the staff.	1	\$74,300	\$33,531					\$107,831

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Osborn Upper School of Global Communications and Culture

Sub-Total	1	\$74,300	\$33,531						\$107,831
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220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	1 FTE Math Instructional Specialist to support the delivery of substantive math content using a variety of research based pedagogical strategies pursuant to the school improvement plan. The specialist will work in tandem with the math teachers coaching/training one-on-one and in small groups on a daily basis.	1	\$74,300	\$33,531					\$107,831
221 - Improvement of Instruction	Literacy Coach to support the delivery of instruction across the curriculum using best practices in teaching reading, writing, comprehension, and fluency. The coach will assist teachers via providing professional development, coaching, training, and the modeling of effective lessons on a daily basis.	1	\$74,300	\$33,531					\$107,831
221 - Improvement of Instruction	Cost for Substitute Teachers to sub during teacher professional development in the effort to increase student achievement in core areas. 3 subs x 15 days \$150 per day	292h	\$6,750	\$1,910					\$8,660
221 - Improvement of Instruction	Teacher Stipends for teachers during the summer to work on Curriculum development (common core/Michigan Merit) and alignment, teacher action plans, analyze all relevant data to inform instructional practices, and design targeted professional development initiatives. (25) teachers at \$32.00 per hour x 30 hours = \$24,000.00	750h	\$24,000	\$6,794					\$30,794
221 - Improvement of Instruction	WRESA Content Coaches: ELA, Math, Data, ELA Special Education, and Math Special Education will focus on research based best practices in literacy and numeracy. Coaching will be done on a one-on-one basis as well as content groups. They will also provide modeling of effective lessons in reading and math, co-planning, and co-teaching. 5 coaches @ \$525.00 per day x 40 days = \$105,000.00				\$105,000				\$105,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Osborn Upper School of Global Communications and Culture

221 - Improvement of Instruction	Consultant Services will provide support and build teacher capacity for School Improvement via training, coaching, and providing follow-up observations. The consultant will train teachers in how to collect, analyze, and disaggregate data to inform teaching and instructional practices. Also, professional development will be provided pursuant to the school improvement plan that is aligned with the needs assessment of the school (data.) ISA School Coach at \$1200 per day x 40 days	\$48,000	\$48,000
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221 - Improvement of Instruction	Travel expenses for administrative cadre (1-2) to attend relevant professional development workshops germane to improving academic achievement and the building of teacher capacity and thr maintenance of the professional learning community. (1-2) administrators to attend Administrative Leadership Conference - estimated 3 conferences at \$3500 each	\$10,500	\$10,500
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Sub-Total	2/1042h	\$179,350	\$75,766	\$163,500	\$418,616
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Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer--Assisted Instruction	1 MAC Computer Cart 40,000. Mobile Learning Lab: To implement a comprehensive teaching and learning environment by incorporating technology.						\$40,000		\$40,000
	Sub-Total						\$40,000		\$40,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
226 - Instructional Staff Supervision and Direction	Assistant Principal (Academic Dean of Students) advisory coordinator that will work in concert with the staff, support staff, parents, and the community to coordinate, direct, and develop auxiliary programs of the school. He/she will also assist in professional development initiatives and participate as an essential member on the school improvement team, RCT team, and leadership team.	1	\$80,000	\$43,145					\$123,145

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Osborn Upper School of Global Communications and Culture

Sub-Total		1	\$80,000	\$43,145					\$123,145
250 - Support Services – Business									
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
257 - Internal Services	Upgrades in equipment, software and maintenance				\$35,000				\$35,000
	Sub-Total				\$35,000				\$35,000
330 - Community Activities									
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Cost to support parent workshop supplies and materials. Workshops will focus on how parents and community memeber can serve as an asset in increasing student academic achievement. Supplies and material include pen,paper, supplemental workbooks, folders, software, and refreshments. 12 workshops @ approx. \$500 each					\$6,000			\$6,000
	Sub-Total					\$6,000			\$6,000
Sub Total		6/1042h	\$431,716	\$205,197	\$198,500	\$51,320	\$40,000		\$926,733
	Indirect Cost (Max Allowed: 4.45%)								\$0
	Grand Total								\$926,733
	Allocation								\$0

School: _____

SCHOOL IMPROVEMENT GRANT DESCRIPTION FORM

Osborn Upper School

SIG II Grant Year 1

Principal: Dr. Carmen Wilson

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	E2020 online classes 200 students@ \$250 each, Alliance Learning provided by TWW Associates w/teacher	\$180,000.00
		SUPPLIES & MATERIALS	Advisory curriculum	\$10,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	1 FTE Math Instructional Specialist to support the delivery of substantive math content using a variety of research based pedagogical strategies pursuant to the school improvement plan. The specialist will work in tandem with the math teachers coaching/training one-on-one and in small groups on a daily basis. 1 FTE Literacy Coach to support the delivery of instruction across the curriculum using best practices in teaching reading, writing, comprehension, and fluency. The coach will assist teachers via providing professional development, coaching, training, and the modeling of effective lessons on a daily basis.	\$150,600.00
		BENEFITS		\$66,044.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES	Ed. Tech. will assist with the delivery of computer-assisted instruction by working with teachers and maintaining the I.T. equipment.	\$104,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	1 FTE Attendance Agent to monitor the attendance of all students and go out to the homes of students exhibiting irregular attendance patterns. He/she will also assist in providing wrap around services, as needed.	\$63,066.00
		BENEFITS		\$22,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES	1 FTE Social Worker to assist students with their physical, mental, and emotional problems while making recommendations and action plans to facilitate increased academic achievement. He/she will work in concert with students, parents, and the staff.	\$74,300.00
		BENEFITS		\$32,602.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Cost of (3) Substitute Teachers to sub during teacher PD activities to increase student academic achievement in the core areas-(3) Subs x 15 days \$150.00 per day = \$6750.00 w/ Fringes \$1850.00 = \$8,600.00	\$8,600.00
221	Improvement of Instruction	SALARIES	Teacher Stipends for teachers during the summer to work on Curriculum development (common core/Michigan Merit) and alignment, teacher action plans, analyze all relevant data to inform instructional practices, and design targeted professional development initiatives. (25) teachers at \$32.00 per hour x 30 hours = \$24,000.00. Teacher to monitor E2020 computer lab for \$10,000.	\$34,000.00
		BENEFITS		
		PURCHASED SERVICES	WRESA Content Coaches: ELA, Math, Data, ELA Special Education, and Math Special Education will focus on research based best practices in literacy and numeracy. Coaching will be done on a one-on-one basis as well as content groups. They will also provide modeling of effective lessons in reading and math, co-planning, and co-teaching. 5 coaches @ \$525.00 per day x 70 days = \$183,750.00	\$183,750.00
		SUPPLIES & MATERIALS	Student engagement: trips, projects, incentives	\$20,000.00
		CAPITAL OUTLAY		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		OTHER EXPENDITURES	Consultant Services will provide support and build teacher capacity for School Improvement via training, coaching, and providing follow-up observations. The consultant will train teachers in how to collect, analyze, and disaggregate data to inform teaching and instructional practices. Also, professional development will be provided pursuant to the school improvement plan that is aligned with the needs assessment of the school (data.) and that support the college-readiness model. ISA School Coach at \$1200.00 per day x 40 days = \$48,000.00	\$48,000.00
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Calculators: TI-Nspire w/ TI 84 face plate @ \$160.00 ea for 90 students = \$14,400.00, 3 carrying cases @ 100.00ea = \$300.00, 2 Teacher Kits TI-Nspire @ \$1,070.00 ea. = \$2,140.00, TI SmartView site license @ \$2500.00 Easy Grade Pro @ \$1500.00, 1 MAC Computer Cart \$40,000.00, 4 overhead projectors @ \$400.00 ea. = \$1600.00, 3 30 Digital Multimedia LCD Projector @ \$700.00 = \$2,100.00, 1-Poster Pro Design System @ \$6000.00, Math/Sci Software Series 3 @ \$1260 = \$3,780.00, 1@ \$5,000.00, and 1@ \$6000.00, 1 Panasonic Classroom Amplification System @ \$1890.00	\$85,320.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Upgrades in equipment, software and maintenance	\$35,000.00
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES	Turn around manager	\$74,000.00
		BENEFITS		\$30,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES	Academic Engagement Speicalist that will work in concert with the staff, support staff, parents, and the community to coodinate, direct, and develop auxiliary programs of the school. He/she will also assist in professional development initiatives and participate as an essential member on the school improvement team, RCT team, and leadership team.	\$80,000.00
		BENEFITS		\$40,000.00

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			Travel expenses for administrative cadre (1-2) to attend relevant professional development workshops germane to improving academic achievement and the building of teacher capacity and thr maintenance of the professional learning community. (1-2) administrators to attend Administrative Leadership Conference - estimated \$200. hotel per night, \$75 per diem per day and Airfare \$500.00 = \$10,000.00	\$10,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES	Parent stipends for participating in workshops on increasing literacy and numeracy.	\$5,000.00
		BENEFITS		\$1,500.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			TOTAL	\$1,294,716.00

Osborn Upper School

SIG II Grant Year 2

Principal: Dr. Carmen Wilson

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	E2020 online classes 200 students@ \$250 each, Alliance Learning provided by TWW Associates w/teacher	\$180,000.00
		SUPPLIES & MATERIALS	Advisory curriculum	\$10,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	1 FTE Math Instructional Specialist to support the delivery of substantive math content using a variety of research based pedagogical strategies pursuant to the school improvement plan. The specialist will work in tandem with the math teachers coaching/training one-on-one and in small groups on a daily basis. 1 FTE Literacy Coach to support the delivery of instruction across the curriculum using best practices in teaching reading, writing, comprehension, and fluency. The coach will assist teachers via providing professional development, coaching, training, and the modeling of effective lessons on a daily basis.	\$150,600.00
		BENEFITS		\$66,044.00
		PURCHASED SERVICES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES	Ed. Tech. will assist with the delivery of computer-assisted instruction by working with teachers and maintaining the I.T. equipment.	\$104,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	1 FTE Attendance Agent to monitor the attendance of all students and go out to the homes of students exhibiting irregular attendance patterns. He/she will also assist in providing wrap around services, as needed.	\$63,066.00
		BENEFITS		\$22,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES	1 FTE Social Worker to assist students with their physical, mental, and emotional problems while making recommendations and action plans to facilitate increased academic achievement. He/she will work in concert with students, parents, and the staff.	\$74,300.00
		BENEFITS		\$32,602.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Cost of (3) Substitutue Teachers to sub during teacher PD activities to increase student academic achievement in the core areas-(3) Subs x 15 days \$150.00 per day = \$6750.00 w/ Fringes \$1850.00 = \$8,600.00	\$8,600.00
221	Improvement of Instruction	SALARIES	Teacher Stipends for teachers during the summer to work on Curriculum development (common core/Michigan Merit) and alignment, teacher action plans, anaylze all relevant data to inform instructional practices, and design targeted professional development initiatives. (25) teachers at \$32.00 per hour x 30 hours = \$24,000.00. Teacher to monitor E2020 computer lab for \$10,000.	\$34,000.00
		BENEFITS		
		PURCHASED SERVICES	WRESA Content Coaches: ELA, Math, Data, ELA Special Education, and Math Special Education will focus on research based best practices in literacy and numeracy. Coaching will be done on a one-on-one basis as well as content groups. They will also provide modeling of effective lessons in reading and math, co-planning, and co-teaching. 5 coaches @ \$525.00 per day x 70 days = \$183,750.00	\$183,750.00
		SUPPLIES & MATERIALS	Student engagement: trips, projects, incentives	\$20,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Consultant Services will provide support and build teacher capacity for School Improvement via training, coaching, and providing follow-up observations. The consultant will train teachers in how to collect, analyze, and disaggregate data to inform teaching and instructional practices. Also, professional development will be provided pursuant to the school improvement plan that is aligned with the needs assessment of the school (data.) and that support the college-readiness model. ISA School Coach at \$1200.00 per day x 40 days = \$48,000.00	\$48,000.00
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Upgrades in equipment, software and maintenance	\$35,000.00
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES	Turn around manager	\$74,000.00
		BENEFITS		\$30,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES	Academic Engagement Speicalist that will work in concert with the staff, support staff, parents, and the community to coodinate, direct, and develop auxiliary programs of the school. He/she will also assist in professional development initiatives and participate as an essential member on the school improvement team, RCT team, and leadership team.	\$80,000.00
		BENEFITS		\$40,000.00
		PURCHASED SERVICES	Travel expenses for administrative cadre (1-2) to attend relevant professional development workshops germane to improving academic achievement and the building of teacher capacity and thr maintenance of the professional learning community. (1-2) administrators to attend Administrative Leadership Conference - estimated \$200. hotel per night, \$75 per diem per day and Airfare \$500.00 = \$10,000.00	\$10,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES	Parent stipends for participating in workshops on increasing literacy and numeracy.	\$5,000.00
		BENEFITS		\$1,500.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			TOTAL	\$1,209,396.00

Osborn Upper School

SIG II Grant Year 3

Principal: Dr. Carmen Wilson

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	E2020 online classes 200 students@ \$250 each, Alliance Learning provided by TWW Associates w/teacher	\$180,000.00

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		SUPPLIES & MATERIALS	Advisory curriculum	\$10,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	1 FTE Math Instructional Specialist to support the delivery of substantive math content using a variety of research based pedagogical strategies pursuant to the school improvement plan. The specialist will work in tandem with the math teachers coaching/training one-on-one and in small groups on a daily basis. 1 FTE Literacy Coach to support the delivery of instruction across the curriculum using best practices in teaching reading, writing, comprehension, and fluency. The coach will assist teachers via providing professional development, coaching, training, and the modeling of effective lessons on a daily basis.	\$150,600.00
		BENEFITS		\$66,044.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES	Ed. Tech. will assist with the delivery of computer-assisted instruction by working with teachers and maintaining the I.T. equipment.	\$104,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	1 FTE Attendance Agent to monitor the attendance of all students and go out to the homes of students exhibiting irregular attendance patterns. He/she will also assist in providing wrap around services, as needed.	\$63,066.00
		BENEFITS		\$22,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES	1 FTE Social Worker to assist students with their physical, mental, and emotional problems while making recommendations and action plans to facilitate increased academic achievement. He/she will work in concert with students, parents, and the staff.	\$74,300.00
		BENEFITS		\$32,602.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Cost of (3) Substitute Teachers to sub during teacher PD activities to increase student academic achievement in the core areas-(3) Subs x 15 days \$150.00 per day = \$6750.00 w/ Fringes \$1850.00 = \$8,600.00	\$8,600.00
221	Improvement of Instruction	SALARIES	Teacher Stipends for teachers during the summer to work on Curriculum development (common core/Michigan Merit) and alignment, teacher action plans, analyze all relevant data to inform instructional practices, and design targeted professional development initiatives. (25) teachers at \$32.00 per hour x 30 hours = \$24,000.00. Teacher to monitor E2020 computer lab for \$10,000.	\$34,000.00
		BENEFITS		
		PURCHASED SERVICES	WRESA Content Coaches: ELA, Math, Data, ELA Special Education, and Math Special Education will focus on research based best practices in literacy and numeracy. Coaching will be done on a one-on-one basis as well as content groups. They will also provide modeling of effective lessons in reading and math, co-planning, and co-teaching. 5 coaches @ \$525.00 per day x 70 days = \$183,750.00	\$183,750.00
		SUPPLIES & MATERIALS	Student engagement: trips, projects, incentives	\$20,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Consultant Services will provide support and build teacher capacity for School Improvement via training, coaching, and providing follow-up observations. The consultant will train teachers in how to collect, analyze, and disaggregate data to inform teaching and instructional practices. Also, professional development will be provided pursuant to the school improvement plan that is aligned with the needs assessment of the school (data) and that support the college-readiness model. ISA School Coach at \$1200.00 per day x 40 days = \$48,000.00	\$48,000.00
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Upgrades in equipment, software and maintenance	\$35,000.00
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES	Turn around manager	\$74,000.00
		BENEFITS		\$30,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES	Academic Engagement Speicalist that will work in concert with the staff, support staff, parents, and the community to coodinate, direct, and develop auxiliary programs of the school. He/she will also assist in professional development initiatives and participate as an essential member on the school improvement team, RCT team, and leadership team.	\$80,000.00
		BENEFITS		\$40,000.00
		PURCHASED SERVICES	Travel expenses for administrative cadre (1-2) to attend relevant professional development workshops germane to improving academic achievement and the building of teacher capacity and thr maintenance of the professional learning community. (1-2) administrators to attend Administrative Leadership Conference - estimated \$200. hotel per night, \$75 per diem per day and Airfare \$500.00 = \$10,000.00	\$10,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES	Parent stipends for participating in workshops on increasing literacy and numeracy.	\$5,000.00
		BENEFITS		\$1,500.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			TOTAL	\$1,209,396.00

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Osborn Upper School is **TRANSFORMATION**;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title _____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title _____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title _____